



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 11341353
SAU: Portland Public Schools
School: King Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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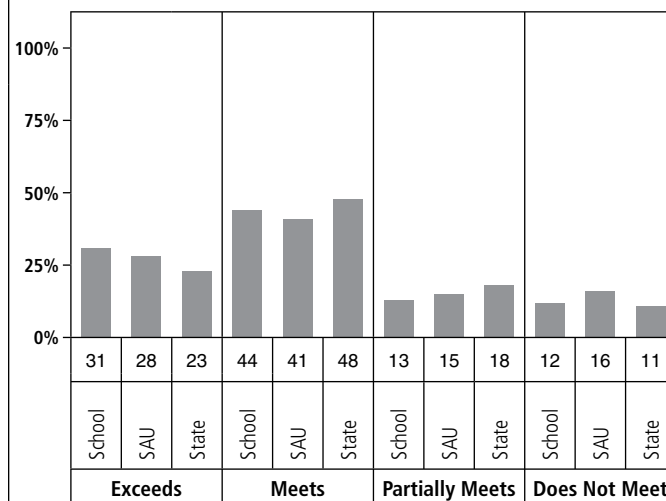
SUMMARY OF SCORES

Test Date: March 2008
Grade: 8
SAU: Portland Public Schools
School: King Middle School

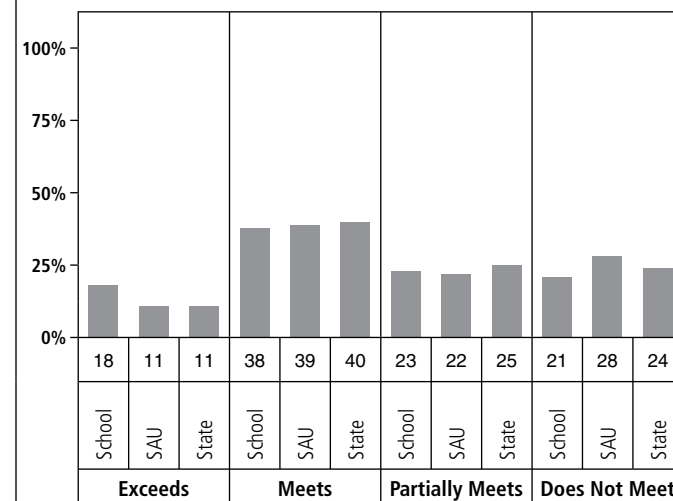
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	847	845	845
2006–2007	847	845	847
2007–2008	852	850	849
Cum. Avg. *	849	847	847
Mathematics			
2005–2006	844	840	840
2006–2007	843	839	842
2007–2008	844	840	841
Cum. Avg. *	844	840	841
Science & Technology			
2005–2006	848	845	846
2006–2007	847	845	847
2007–2008	849	845	847
Cum. Avg. *	848	845	847

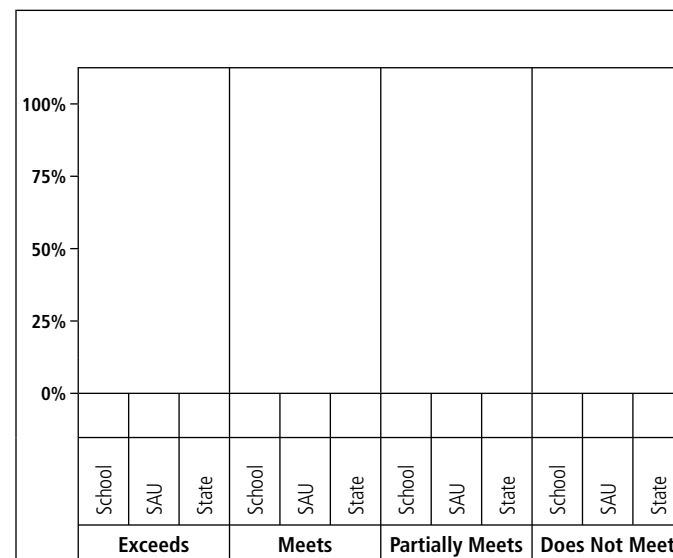
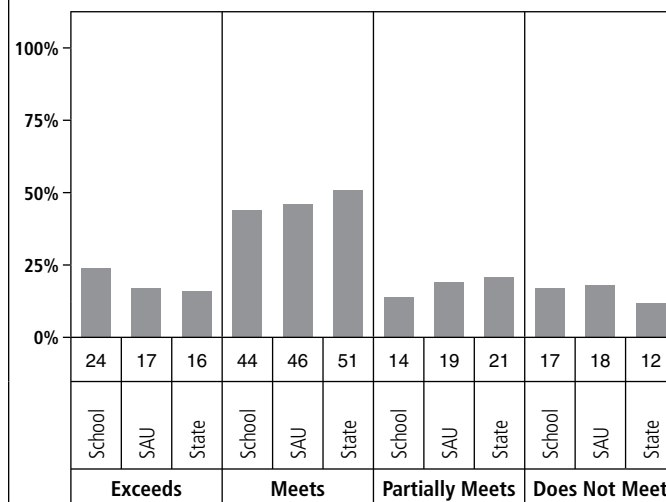
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 8
 SAU: Portland Public Schools
 School: King Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	157	100	490	100	15274	100	153	97	481	99	15102	99	154	98	481	99	15097	99	154	98	481	99	15080	99						
Ethnicity African American/Black	40	25	89	18	368	2	39	98	85	97	356	97	40	100	87	99	360	98	40	100	87	99	356	97						
American Indian or Native Alaskan	1	1	2	0	120	1	1	100	2	100	117	98	1	100	2	100	117	98	1	100	2	100	117	98						
Asian or Pacific Islander	14	9	43	9	186	1	14	100	43	100	181	97	14	100	43	100	182	98	14	100	43	100	182	98						
Hispanic	4	3	16	3	139	1	3	75	15	94	136	98	3	75	15	94	136	98	3	75	15	94	136	98						
Caucasian/White	98	62	340	69	14461	95	96	98	336	99	14312	99	96	98	334	99	14302	99	96	98	334	99	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	29	18	85	17	2508	16	27	93	83	98	2446	98	27	93	82	96	2441	98	27	93	81	95	2431	98						
Current LEP	48	31	120	24	327	2	46	96	116	97	316	97	47	98	118	99	322	99	47	98	118	99	322	99						
Economically disadvantaged	94	60	221	45	5420	35	90	96	213	97	5329	99	91	97	215	98	5324	99	91	97	215	98	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	75	48	339	69	12703	83	75	48	338	69	12694	83	76	48	340	69	12710	83						
Identified disability (PET/IEP)	1	1	13	4	437	3	1	1	13	4	421	3	2	3	14	4	445	4						
LEP	9	12	57	17	172	1	9	12	57	17	172	1	9	12	57	17	173	1						
504 plan	0	0	7	2	229	2	0	0	6	2	231	2	0	0	7	2	230	2						
Participation with accommodations	69	44	125	26	2221	15	70	45	126	26	2227	15	69	44	125	26	2197	14						
Identified disability (PET/IEP)	17	25	53	42	1832	82	17	24	52	41	1844	83	16	23	51	41	1813	83						
LEP	34	49	55	44	136	6	35	50	57	45	143	6	35	51	57	46	142	6						
504 plan	2	3	2	2	68	3	2	3	2	2	66	3	2	3	2	2	66	3						
Other	17	25	19	15	213	10	17	24	19	15	202	9	17	25	19	15	204	9						
Participation through alternate assessment (PAAP)	9	6	17	3	177	1	9	6	17	3	176	1	9	6	16	3	173	1						
Identified disability (PET/IEP)	9	100	17	100	177	100	9	100	17	100	176	100	9	100	16	100	173	100						
LEP	3	33	4	24	7	4	3	33	4	24	7	4	3	33	4	25	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	2	0	32	0	0	0	3	1	34	0	0	0	2	0	34	0						
Non-participation – other	4	3	7	1	140	1	3	2	6	1	143	1	3	2	7	1	160	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 8
SAU: Portland Public Schools
School: King Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	35	22	124	22	2695	17
	2006-2007	29	19	75	15	2407	16
	2007-2008	45	31	132	28	3428	23
	Cum. Total*	109	24	331	22	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	63	40	204	37	6830	42
	2006-2007	61	40	234	46	7494	49
	2007-2008	63	44	189	41	7179	48
	Cum. Total*	187	41	627	41	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	29	18	102	18	3741	23
	2006-2007	40	26	112	22	3628	24
	2007-2008	19	13	69	15	2706	18
	Cum. Total*	88	19	283	19	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	30	19	124	22	3003	18
	2006-2007	23	15	87	17	1810	12
	2007-2008	17	12	74	16	1611	11
	Cum. Total*	70	15	285	19	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	38.4	68.6	36.8	65.7	36.9	65.9
Literary Text	28	50	18.9	67.5	18.3	65.4	18.3	65.4
Informational Text	28	50	19.5	69.6	18.5	66.1	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Portland Public Schools
 School: King Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	144	45	31	63	44	19	13	17	12	852	464	28	41	15	16	850	14924	23	48	18	11	849
Ethnicity																						
African American/Black	36	1	3	14	39	11	31	10	28	838	78	3	32	28	37	835	348	11	38	22	29	840
American Indian or Native Alaskan	1										2						117	9	43	29	19	842
Asian or Pacific Islander	14	2	14	8	57	3	21	1	7	850	43	21	40	16	23	847	179	32	39	18	11	852
Hispanic	3										15	20	33	40	7	848	131	18	38	27	17	846
Caucasian/White	90	42	47	41	46	3	3	4	4	859	326	36	44	10	10	854	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	11	61	1	6	6	33	840	66	2	30	23	45	833	2269	3	24	32	42	833
No	126	45	36	52	41	18	14	11	9	854	398	33	42	14	11	853	12655	27	52	16	5	852
Current LEP																						
Yes	43	3	7	17	40	13	30	10	23	841	112	8	33	28	31	839	308	8	30	27	34	837
No	101	42	42	46	46	6	6	7	7	857	352	35	43	11	11	853	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	82	10	12	39	48	17	21	16	20	844	201	9	37	24	30	839	5222	12	44	25	19	843
No	62	35	56	24	39	2	3	1	2	863	263	43	44	8	5	858	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	144	45	31	63	44	19	13	17	12	852	464	28	41	15	16	850	14917	23	48	18	11	849
Gender																						
Female	73	29	40	30	41	7	10	7	10	856	238	34	42	10	14	852	7198	30	48	15	7	853
Male	71	16	23	33	46	12	17	10	14	849	226	23	39	20	18	847	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	143	45	31	62	43	19	13	17	12	852	144	31	42	14	13	852	807	9	41	32	18	842
No	1										320	27	40	15	18	849	14117	24	49	17	10	850
Gifted/talented program																						
Yes	8	7	88	1	13	0	0	0	0	871	20	90	10	0	0	874	592	71	28	1	0	867
No	136	38	28	62	46	19	14	17	13	851	444	26	42	16	17	849	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: Portland Public Schools
School: King Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 40 52 5	3 16 25 1	75 28 34 14	0 25 32 4	0 44 43 57	0 9 10 0	0 16 14 0	1 7 7 2	25 12 9 29	857 852 853 848	7 48 41 4	19 27 34 16	26 44 40 32	13 16 13 16	42 13 12 37	839 851 852 841	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 58 8 3	22 20 3 0	51 24 25 0	14 43 2 3	33 52 17 60	4 11 3 1	9 13 25 20	3 9 4 1	7 11 33 20	857 852 842 844	30 53 14 3	38 25 28 0	40 46 26 33	12 16 15 8	9 13 31 58	854 850 844 830	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	41 45 13 2	25 18 2 0	43 28 11 0	24 29 8 1	41 45 44 33	4 10 5 0	7 16 28 0	5 7 3 2	9 11 17 67	857 852 843 826	34 50 14 2	47 23 8 11	35 47 37 22	7 17 22 33	10 13 34 33	857 849 838 838	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	20 63 17	4 29 12	14 33 50	13 41 7	45 46 29	7 10 2	24 11 8	5 9 3	17 10 13	844 854 857	17 67 16	14 30 40	36 43 35	25 14 10	25 13 15	842 852 852	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	5 52 43	1 10 33	14 14 54	2 41 19	29 55 31	2 13 4	29 18 7	2 10 5	29 14 8	839 847 860	8 53 39	5 16 51	16 51 34	24 20 6	55 13 9	831 848 858	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	46 50 4	16 27 1	25 38 20	31 30 1	48 42 20	7 10 2	11 14 40	11 4 1	17 6 20	850 855 843	44 50 6	24 35 19	41 43 33	17 13 19	18 10 30	848 854 841	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	27 42 11 19	14 22 3 6	36 37 19 22	12 28 7 15	31 47 44 56	5 8 3 3	13 13 19 11	8 2 3 3	21 3 19 11	851 856 848 851	21 43 13 22	35 36 17 17	36 39 43 49	12 14 20 16	17 11 20 19	851 853 845 847	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
How do you feel about the following statement? <i>“My knowledge of reading will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	46 46 6 1	22 22 1 0	33 33 13 0	30 28 4 0	45 42 50 0	8 9 2 0	12 14 25 0	6 7 1 2	9 11 13 100	854 853 844 825	48 44 6 2	33 27 21 11	42 42 31 22	14 15 21 11	11 17 28 56	853 849 841 837	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
Optional school/SAU question A. B. C. D.	33 11 33 22	1 0 0 0	33 0 0 0	0 0 1 0	0 0 33 0	0 0 1 0	0 0 33 0	2 1 1 2	67 100 33 100	844 812 835 826	26 44 15 15	22 13 0 0	22 20 20 0	0 20 60 0	56 47 20 100	842 832 834 819						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: Portland Public Schools
School: King Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	31	20	87	16	1714	11
	2006-2007	18	12	57	11	1952	13
	2007-2008	26	18	53	11	1657	11
	Cum. Total*	75	16	197	13	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	43	27	164	30	5533	34
	2006-2007	67	43	172	34	5870	38
	2007-2008	55	38	179	39	5956	40
	Cum. Total*	165	36	515	34	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	47	30	143	26	4764	29
	2006-2007	44	28	143	28	3982	26
	2007-2008	34	23	103	22	3729	25
	Cum. Total*	125	27	389	25	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	36	23	158	29	4251	26
	2006-2007	26	17	140	27	3534	23
	2007-2008	30	21	129	28	3579	24
	Cum. Total*	92	20	427	28	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.0	56.3	8.2	51.3	8.4	52.5
Cluster 2: Shape and Size	14	25	6.2	44.3	5.6	40.0	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.9	61.3	4.7	58.8	4.6	57.5
Cluster 4: Patterns	18	32	9.8	54.4	8.7	48.3	8.9	49.4

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: Portland Public Schools
 School: King Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	26	18	55	38	34	23	30	21	844	464	11	39	22	28	840	14921	11	40	25	24	841
Ethnicity																						
African American/Black	37	0	0	9	24	7	19	21	57	827	80	0	16	19	65	822	352	2	23	23	52	828
American Indian or Native Alaskan	1										2						117	5	22	33	39	832
Asian or Pacific Islander	14	2	14	7	50	5	36	0	0	850	43	16	40	23	21	844	181	24	42	20	14	848
Hispanic	3										15	7	33	20	40	834	131	7	34	26	33	836
Caucasian/White	90	24	27	39	43	20	22	7	8	851	324	14	44	23	19	844	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	18	1	6	6	33	6	33	5	28	835	65	2	17	23	58	826	2265	1	14	22	62	824
No	127	25	20	49	39	28	22	25	20	845	399	13	42	22	23	842	12656	13	45	26	17	844
Current LEP																						
Yes	44	2	5	13	30	10	23	19	43	833	114	5	23	21	51	829	315	5	24	20	51	828
No	101	24	24	42	42	24	24	11	11	849	350	13	44	23	20	843	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	83	4	5	26	31	24	29	29	35	835	203	3	24	27	46	830	5217	5	30	29	37	834
No	62	22	35	29	47	10	16	1	2	855	261	18	50	19	13	847	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	145	26	18	55	38	34	23	30	21	844	464	11	39	22	28	840	14914	11	40	25	24	841
Gender																						
Female	74	12	16	31	42	18	24	13	18	844	240	9	40	23	28	839	7199	11	40	26	23	841
Male	71	14	20	24	34	16	23	17	24	843	224	14	37	21	28	840	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	144	26	18	55	38	33	23	30	21	844	145	17	37	23	23	843	806	3	20	30	47	831
No	1										319	9	39	22	30	838	14115	12	41	25	23	842
Gifted/talented program																						
Yes	8	5	63	3	38	0	0	0	0	867	20	75	25	0	0	870	592	58	39	2	1	864
No	137	21	15	52	38	34	25	30	22	843	444	9	39	23	29	838	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Portland Public Schools

School: King Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	2	50	1	25	0	0	1	25	855	7	13	16	16	55	832	9	5	30	23	41	833
B. less than one hour	40	9	16	26	46	8	14	14	25	843	48	10	43	20	27	840	46	10	40	26	25	840
C. one to two hours	52	14	19	25	34	23	31	12	16	845	41	13	39	26	22	842	41	14	42	25	19	843
D. more than two hours	6	1	13	3	38	1	13	3	38	838	4	5	30	20	45	833	5	14	38	23	24	842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	18	30	23	38	14	23	6	10	851	32	18	43	20	19	845	30	17	43	22	18	845
B. They match some of what I have learned.	43	8	13	28	45	14	23	12	19	844	49	11	43	23	23	842	50	10	42	26	22	841
C. They match just a little of what I have learned.	13	0	0	4	22	5	28	9	50	829	16	3	24	26	47	829	17	6	32	29	33	836
D. There is no match.	2	0	0	0	0	0	0	3	100	805	4	6	12	18	65	822	4	3	18	25	54	828
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	15	45	8	24	2	6	8	24	851	26	27	39	15	18	847	26	29	46	14	11	851
B. good	50	9	13	37	52	14	20	11	15	846	50	8	46	24	22	841	45	7	46	27	20	841
C. fair	24	2	6	10	29	15	44	7	21	838	21	2	28	28	43	831	23	1	26	34	38	833
D. poor	3	0	0	0	0	1	20	4	80	816	4	0	6	19	75	818	5	1	14	29	57	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	42	3	5	24	41	14	24	18	31	836	39	5	37	27	32	836	34	4	35	28	32	836
B. about the same as my regular schoolwork	41	10	17	24	41	17	29	7	12	847	46	7	45	22	27	839	52	10	43	26	21	842
C. easier than my regular schoolwork	17	13	54	7	29	0	0	4	17	859	15	45	32	9	14	855	13	33	40	14	13	852
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	11	16	23	33	16	23	19	28	840	46	8	38	24	30	838	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	46	12	19	30	47	13	20	9	14	848	48	15	44	19	22	843	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	4	2	33	0	0	2	33	2	33	840	6	8	15	27	50	828	6	9	27	27	38	835
How often do you use laptops in mathematics class?																						
A. almost every day	6	0	0	2	25	4	50	2	25	836	22	2	39	27	31	835	9	6	38	27	29	837
B. two or three days a week	7	2	20	1	10	2	20	5	50	830	33	9	38	22	30	838	16	8	38	27	27	839
C. two or three times each month	31	7	16	19	43	10	23	8	18	845	25	20	42	16	22	845	28	12	41	27	21	843
D. never or almost never	56	17	21	33	41	15	19	15	19	846	20	16	38	23	24	842	48	13	40	23	24	842
How often do you use calculators in mathematics class?																						
A. almost every day	24	4	11	19	54	7	20	5	14	845	36	10	47	20	23	841	38	14	42	23	21	843
B. two or three times a week	50	15	21	30	42	15	21	11	15	848	41	12	37	24	27	841	33	10	41	26	23	841
C. two or three times each month	20	7	24	5	17	10	34	7	24	842	16	17	33	27	23	842	18	10	36	27	27	840
D. never or almost never	6	0	0	1	13	0	0	7	88	817	6	4	21	7	68	824	11	7	34	26	33	836
How do you feel about the following statement? <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	58	13	16	32	39	23	28	15	18	844	55	11	43	24	22	842	54	14	44	23	18	844
B. agree	29	11	26	18	43	5	12	8	19	848	36	14	37	19	30	840	38	8	36	27	28	838
C. disagree	10	1	7	5	36	3	21	5	36	834	6	4	31	19	46	829	6	6	31	28	36	835
D. strongly disagree	3	1	25	0	0	1	25	2	50	835	2	9	18	27	45	833	2	3	23	25	49	831
Optional school/SAU question																						
A.	33	1	33	0	0	0	0	2	67	825	26	11	22	22	44	831						
B.	11	0	0	0	0	0	0	1	100	814	44	7	7	20	67	822						
C.	33	0	0	0	0	2	67	1	33	828	15	0	0	60	40	824						
D.	22	0	0	0	0	0	0	2	100	819	15	0	0	0	100	810						

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N = Number

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 8
SAU: Portland Public Schools
School: King Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	28	18	71	13	1879	12
	2006-2007	30	19	67	13	2192	14
	2007-2008	35	24	77	17	2371	16
	Cum. Total*	93	20	215	14	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	72	46	253	46	8604	53
	2006-2007	70	45	238	46	7916	52
	2007-2008	64	44	215	46	7630	51
	Cum. Total*	206	45	706	46	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	38	24	117	21	3618	22
	2006-2007	24	15	108	21	3340	22
	2007-2008	21	14	88	19	3175	21
	Cum. Total*	83	18	313	20	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	19	12	111	20	2174	13
	2006-2007	31	20	99	19	1865	12
	2007-2008	25	17	85	18	1731	12
	Cum. Total*	75	16	295	19	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.7	62.1	7.8	55.7	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.6	54.3	7.3	52.1	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.0	57.1	7.1	50.7	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.3	59.3	8.2	58.6	8.5	60.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 8
SAU: Portland Public Schools
School: King Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	145	35	24	64	44	21	14	25	17	849	465	17	46	19	18	845	14907	16	51	21	12	847
Ethnicity																						
African American/Black	37	0	0	10	27	11	30	16	43	834	80	0	23	31	46	831	349	4	35	26	34	837
American Indian or Native Alaskan	1										2						117	8	40	28	24	840
Asian or Pacific Islander	14	1	7	9	64	1	7	3	21	844	43	16	42	12	30	842	181	20	50	15	15	849
Hispanic	3										15	7	20	47	27	839	131	5	50	22	23	842
Caucasian/White	90	34	38	45	50	7	8	4	4	857	325	21	54	15	9	850	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	18	2	11	7	39	4	22	5	28	839	65	6	23	29	42	833	2258	3	29	31	37	836
No	127	33	26	57	45	17	13	20	16	850	400	18	50	17	15	847	12649	18	55	20	7	850
Current LEP																						
Yes	44	1	2	15	34	9	20	19	43	836	114	6	24	27	43	834	315	4	29	25	42	834
No	101	34	34	49	49	12	12	6	6	855	351	20	54	16	10	849	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	83	3	4	38	46	18	22	24	29	840	203	3	35	26	35	836	5206	8	45	28	20	842
No	62	32	52	26	42	3	5	1	2	861	262	27	55	13	5	853	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	145	35	24	64	44	21	14	25	17	849	465	17	46	19	18	845	14900	16	51	21	12	847
Gender																						
Female	74	19	26	35	47	10	14	10	14	851	240	13	52	16	19	845	7196	14	52	23	12	847
Male	71	16	23	29	41	11	15	15	21	847	225	20	40	22	18	846	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	144	35	24	63	44	21	15	25	17	849	145	23	43	16	19	848	804	6	38	34	22	841
No	1										320	14	48	20	18	844	14103	16	52	21	11	848
Gifted/talented program																						
Yes	8	7	88	1	13	0	0	0	0	870	20	90	10	0	0	870	592	63	35	1	0	865
No	137	28	20	63	46	21	15	25	18	848	445	13	48	20	19	844	14315	14	52	22	12	847

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 8

SAU: Portland Public Schools

School: King Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	3	75	0	0	0	0	1	25	856	7	19	26	19	35	840	9	10	40	26	23	842
B. less than one hour	40	16	28	25	44	4	7	12	21	850	48	15	50	19	16	846	46	14	52	22	12	847
C. one to two hours	52	15	20	35	47	14	19	10	14	849	41	19	49	18	15	847	41	19	53	19	9	849
D. more than two hours	6	1	13	3	38	2	25	2	25	842	4	10	25	25	40	836	5	19	47	21	14	848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	34	11	23	27	56	6	13	4	8	852	35	16	55	19	10	848	29	19	54	19	9	849
B. They match some of what I have learned.	43	18	30	26	43	9	15	8	13	852	47	19	48	19	15	848	49	16	51	22	11	848
C. They match just a little of what I have learned.	19	5	19	9	33	5	19	8	30	843	13	13	36	16	34	839	18	13	51	23	13	846
D. There is no match.	5	1	14	1	14	1	14	4	57	830	5	14	10	24	52	832	5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	36	11	22	29	57	5	10	6	12	852	32	17	63	10	11	850	23	28	51	13	8	853
B. good	49	19	28	30	43	11	16	9	13	850	54	19	44	22	15	846	54	15	55	21	9	848
C. fair	14	4	20	4	20	4	20	8	40	839	12	11	20	31	37	836	20	5	45	32	18	842
D. poor	1	0	0	0	0	1	50	1	50	829	2	0	11	33	56	826	3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	32	9	20	16	36	6	13	14	31	844	26	13	40	17	30	841	27	15	49	22	14	846
B. about the same as my regular schoolwork	57	21	26	37	46	13	16	9	11	852	64	18	49	20	12	848	59	15	53	22	10	848
C. easier than my regular schoolwork	11	4	27	8	53	2	13	1	7	851	10	15	50	17	17	846	13	21	51	18	10	850
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	45	11	17	27	42	13	20	13	20	846	44	11	47	21	21	844	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	52	20	27	35	48	8	11	10	14	851	53	20	48	17	14	847	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	3	3	75	0	0	0	0	1	25	852	3	33	17	17	33	844	5	12	41	25	22	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	35	4	8	24	49	6	12	15	31	842	26	9	47	19	24	842	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	23	10	30	14	42	5	15	4	12	852	26	19	45	21	16	847	24	18	53	20	10	849
C. the course(s) described in B, plus physics	31	19	43	17	39	5	11	3	7	857	25	32	47	11	10	853	22	30	47	14	8	853
D. a life science and physical science class	11	1	6	8	50	4	25	3	19	843	23	7	47	25	21	841	29	8	52	27	14	844
How do you feel about the following statement? "My knowledge of science and technology will be useful to me as an adult."																						
A. strongly agree	32	11	24	24	52	5	11	6	13	851	34	14	56	15	15	847	27	23	51	17	9	851
B. agree	52	17	23	34	46	12	16	11	15	850	53	19	46	20	15	847	54	15	53	21	11	847
C. disagree	13	6	32	5	26	3	16	5	26	846	10	15	30	24	30	840	15	10	50	26	14	845
D. strongly disagree	2	0	0	0	0	0	0	3	100	821	3	8	15	31	46	830	4	7	39	30	24	841
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	31	9	20	25	56	6	13	5	11	850	28	16	53	15	16	847	25	24	52	15	8	851
B. agree	31	11	24	12	27	8	18	14	31	845	36	21	39	20	20	845	37	15	50	22	12	847
C. disagree	31	13	29	20	44	6	13	6	13	851	28	15	52	19	14	847	26	12	53	23	12	846
D. strongly disagree	6	1	13	6	75	1	13	0	0	851	8	6	40	31	23	839	12	8	48	28	15	844
Optional school/SAU question																						
A.	33	1	33	0	0	0	0	2	67	835	26	11	22	22	44	836						
B.	11	0	0	0	0	0	0	1	100	812	44	13	27	7	53	834						
C.	33	0	0	1	33	1	33	1	33	833	15	0	20	40	40	831						
D.	22	0	0	0	0	1	50	1	50	826	15	0	0	40	60	818						

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N = Number